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ABSTRACT

As a preliminary step in evaluating a federally-funded exemplary career awareness program for the elementary, secondary, and post-secondary grades, 13 educational objectives were delineated and major accomplishments, problems, and recommendations were specified. A summer workshop for teachers and counselors, and inservice meetings produced a detailed guide for program articulation and strategies for integrated career education instruction. An occupational guidance resource center was developed, and specific program articulation involved counselors, principals, a local vocational education coordinator, workshop participants, and a steering/advisory committee in job placement, educational coordination, and cooperative education activities. It was recommended that: (1) the broad programmatic scope be narrowed, (2) additional project staff be added and roles more clearly defined, and (3) leaders in business, industry, and post-secondary technical education be involved in occupational orientation activities. (AG)

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APPLICANT ORGANIZATION: Board of Vocational, Technical and Adult Education
District Eleven
933 Erie Street
Sheboygan, Wisconsin 53081

Exemplary Project in Vocational Education,
conducted under Part D of Public Law 90-576,
The Vocational Education Amendments of 1968.

TITLE:

EVALUATION REPORT
(May 1, 1971 - April 30, 1972)

ARTICULATION OF OCCUPATIONAL ORIENTATION, EDUCATION, AND PLACEMENT IN PRIVATE AND PUBLIC ELEMENTARY, SECONDARY AND POST-SECONDARY SCHOOLS.

PROJECT NUMBER: 1-361-0166

CONTRACT NUMBER: OEG-0-71-1027(361)

DATE: May 1, 1972

PRINCIPAL EVALUATOR: Merle E. Strong
Director, Wisconsin Center for Studies in Vocational and Technical Education.
Professor and Chairman, Department of Educational Administration, University of Wisconsin.

SECTION I

INTRODUCTION

The evaluation of this project has been carried out by Merle E. Strong and three Ph.D. students in the Department of Educational Administration, University of Wisconsin. Students include Daniel Jarosik, Patrick Wagner and Scott Herrick.

Extensive time was devoted to the evaluation including trips to meet with the Steering Committee on three different occasions and a number of additional trips to meet with the staff of the Project and school personnel. One immediate concern was the fact that the original proposal was very broad in its scope and perhaps almost impossible in terms of its expectations. Objectives were not spelled out in terms that lent themselves to specific evaluation. While the project addressed itself to improving the educational program from K thru 14 with significant emphasis on articulation of the K-12 program with the post high school system, the first year's effort was placed almost exclusively on career awareness through a guidance type approach. This was a reasonable starting point. However, even though the activities were narrowed to apply t. a limited number of objectives of the project, the school population to which the project was addressed was very large making it difficult to assess direct cause and affect relationship as related to individual student outcomes.

Workshop participants, volunteers from schools scattered among the participating school districts, were effectively exposed to the concepts of career development. However, they in many cases were not in a position to implement programs and activities in their respective schools except as they might incorporate them in their individual classes.

The timing of the initial approval and funding left very short lead time to put the program in operation. Inspite of this the staff was able to get activities underway and major accomplishments have taken place. The staff is to be commended for this first year of operation.

As a first step in evaluation, the evaluators believed that it was necessary to attempt to more clearly identify the objectives of the proposal and to state them in more measurable terms. This task was completed with the assistance of the project staff. It became evident that while the project was written and funded under Part D of Public Law 90-576 the initial thrust of the project was toward those objectives related to career development as is strongly reflected by the staffing and activities where maximum effort was placed. The project staff saw this area as a first priority with other objectives to be accomplished during the following years of the project.

This report is organized as follows: Section II, Project Goals, as restated from the Project by the evaluation team in cooperation with the project staff, with commentary on degree of accomplishment and activities carried out; Section III, Summary of Major Accomplishments; Section IV, Suggested Problems as Identified by the Evaluation Team; and Section V, Recommendations.

SECTION II

PROJECT'S GOALS AND ACCOMPLISHMENTS

This part of the evaluation report was structured according to the objectives delineated in the project's proposal. The project's objectives emanated from the USOE guidelines related to exemplary projects in vocational education conducted under Part D of Public Law 90-576. The proposal objectives have been modified by stating them in such a way that outcomes are measurable.

Objective 1: To provide resources for occupational orientation to elementary, secondary, and post-secondary students that will increase awareness of the options available to them in the "world of work."

During the project's initial year of operation, a career guidance resource center was developed adjunct to the project's staff offices. The resource center is composed of multivarious audio-visual and printed materials including video tapes, filmstrips, 16 mm films, audio tapes, career guidance resource kits, books and pamphlets. An extensive list of audio-visual equipment complements the career resources materials including video tape recorders - monitors, 16mm projectors, audio-tape players, filmstrip-tape projectors as well as a cassette tape duplicator. The resource center serves as a storage and display area for materials as well as a facility where teachers may preview them.

The project staff monitors the utilization of the project's materials in participating schools as well as collecting reactions to their relative effectiveness with students.

A loose-leaf catalog of the project's materials has been drafted and printed copies are projected for distribution prior to the initiation of the second project workshop during the summer of 1972.

Objective 2: To develop an extensive counseling program in grades 7, 8, and 9 to identify those students who can best be served through vocational/technical education.

To adequately develop an extensive 7-9 career counseling program, a well qualified staff is primary. As is reflected in the Appendix A, the two guidance specialists would seem to bring adequate educational and experential expertise to the project relative to the guidance component.

So as to initiate the development of a grades 7-9 counseling model, the project staff initiated a Lakeshore Technical Institute area counselors' organization. Five counselor meetings were held during the project's first year. As can be gleaned from the counselor meeting minutes included in Appendix B, the meetings consisted of the following: Explanation of the articulation project, consideration of the roles of the counselor, teacher and L.V.E.C., presentation-discussion involving other career education project directors, and a discussion of specific methods which could be used to interweave career education into elementary schools. Attendant to the counselor meetings, a survey was conducted to gather the counselors' perceptions relative to present activities and future goals in career education as well as methods to achieve those goals. Results of that survey are included in Appendix C.

In addition, the project staff was instrumental in the certification of thirty-two area counselors in the administration of the General Aptitude Test Battery (GATB) which is to be used as a key component of the grades

7-9 counseling program. To further aid the utilization of the GATB, the project will provide test materials to the project schools. Plans were developed for the 1972-73 school year to intensify counseling efforts in grade 7-9 with Horace Mann Junior High as the target school. To augment counseling efforts at Mann next year, plans for a career guidance resource center to be stationed in that school were delineated.

Another component of the 7-9 counseling program was the specification of the Ohio Vocational Interest Survey (OVIS) to aid in the identification of student's coursework and career interests.

Objective 3: To identify at grade level 11 of those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.

In conjunction with the 9th grade testing program, the OVIS and GATB have been approved for utilization at Sheboygan North High School (the target high school for next year) as a means of better identifying 11th grade students who desire to enter the labor market on or before high school graduation.

Objective 4: To provide training for specific job entry skills prior to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.

So as to better provide training for specific job entry skills for youth prior to or upon termination of high school, the project staff developed plans to conduct a manpower survey of the areas occupational

needs. It is hoped that the manpower survey information, coupled with student inputs via the OVIS, will increase the awareness of the administrative decision makers relative to needed vocational programs.

Objective 5: To enable post-secondary school students to continue to participate in cooperative education programs initiated at the secondary school level.

The above was not treated directly but will be discussed in conjunction with the next objective.

Objective 6: To develop an articulated work experience program for drop-outs, potential school drop-outs, and other identified disadvantaged youth between the ages of 14 and 21.

Project staff and career guidance materials serviced an on-going disadvantaged program in the Sheboygan schools. The program was oriented towards Spanish speaking youth grades 7-12. The project counselors worked with the coordinating teacher to acquaint her with the pertinent resource center materials as well as supplying her with the related equipment to conduct career guidance activities in her classroom.

In addition, the project staff was involved in discussions relative to the initiation of a high school vocational program oriented towards the dropout. Formative plans indicate that a teacher from Lakeshore Technical Institute would be secured on a half-time basis to offer vocational training to the target group. The preliminary plans have been developed by Dr. Soderberg, the Superintendent of Sheboygan Public Schools; Ed Falck, Assistant Director of Lakeshore Technical Institute; Fred Skeeba, Local Vocational Education Coordinator (LVEC), Sheboygan Public Schools,

Sheboygan North High School counselors and the project staff. The ultimate goal of the discussions is the implementation of a vocational program oriented towards the potential dropout resulting from the initiation of any needed policy changes at Sheboygan North High School.

Objective 7: To develop a system of student placement into employment with secondary schools and post-secondary schools in cooperation with the State Employment Service.

Although there were no concrete products developed the first year relative to this objective, various activities which were initiated would potentially augment the student placement service program. The activities which related to placement included the initiation of the area-wide counselors' organization, the involvement of counselors in the second summer workshop which produced discussions relative to a definition of the counselor's role in student placement and the discussions emanating from the L.V.E.C. group meetings.

Objective 8: To improve articulation for occupational education through development of joint philosophical statements, mission statements, definition of roles, and guidelines for curriculum development, advanced standing and inter-agency cooperation.

Subsequent to the project's first year's operation, the following articulation committees were developed:

1. Secondary - post-secondary L.V.E.C. committee
2. K-14 counselor committee
3. K-12 workshop participants committee
4. Superintendents and Assistant Superintendents committee
5. Principals committee (formative stages)

The above committees generated the following during their meeting this year:

a) L.V.E.C. Committee: The meeting's discussions contributed to the development of a cooperative vocational program between Elkart Lake High School and Lakeshore Technical Institute. The cooperative project focused upon the development of a nursing assistant program whereby high school senior girls during a portion of a school day were given classroom training by L.T.I. personnel and, in were afforded the opportunity to gain actual work experience at Sunnyridge Sanitarium. The project is currently being evaluated and if the results are positive, the committee plans to initiate additional programs.

In addition, the L.V.E.C. group has initiated discussions relative to plans for facility sharing. No concrete policies have as yet been developed.

b) Counselor committee: The contents of the meetings have been previously alluded to in the report's discussion of the area wide counselors' group. Specifically, the counselors' committee has set out to develop a role definition of a career education placement counselor. A specific delineation of such a role description is planned for dissemination subsequent to the second summer workshop.

c) Workshop Participants Committee: The minutes of this committee's meeting have been previously discussed but to reiterate, the major focus of their discussions has been the specification

of implementation strategies of the Career Education Curriculum Guide developed in the first summer workshop as indicated in a sample copy of a K-3 group meeting in Appendix D.

d) Administrative Committee: This committee met several times during the year. The following directives were generated during the first year:

1. Verbal commitment from Sheboygan Public Schools of an additional $10/teacher which would amount to $6,000 support for the project's 1972-73 operation.
2. The provision of the air-conditioned wing of Sheboygan North High School for the 1972 summer workshop.
3. Verbal commitment by the administrators to visit the 1972 summer workshop activities.

e) Principals' Committee: This committee is still in the formative stage. However, as of April 22, the K-12 principals of the Sheboygan system were extended an invitation to visit the L.T.I. Center. Approximately 20 principals attended and were afforded the opportunity to become acquainted with the project's services and resources. At that meeting the principals completed a questionnaire relative to their perceptions and acceptance of the project. As the tabulated summary (included in Appendix C indicates, there is widespread support for the project.

As the attachment found in Appendix E indicates, the principal's committee developed a definitive list of objectives. A primary focus of the discussions were oriented towards a specification of the principal's role in Career Education.

Objective 9: To implement area-wide citizens advisory committees for vocational education.

The advisory committee conducted several meetings during the year. A sample agenda for one of those meetings is indicated in Appendix F. It would seem that the advisory committee has provided helpful guidance in the project's first year of operation. Basically, three directions emanated from the committee's meetings this year:

1. The rejection of the utilization of a mobile guidance lab.
2. The verbal commitment of the second year target schools represented in the committee to an additional financial support by $10/student for the 1972-73 year.
3. The verbal support for the projected re-orientation of the project the second year. The committee agreed that the decision to focus upon three target schools next year was logical and valid.

Objective 10: To maximize the vocational education opportunities of all students through development, implementation, and evaluation of a plan for facility sharing.

This objective was discussed earlier. Please refer to Objective 6.

Objective 11: To develop a model for articulation of occupational orientation, education, and placement in private and public elementary, secondary and post-secondary schools.

Various articulation committees existed between L.T.I. and the Sheboygan Public Schools before the project's inception. Articulation with schools for making facilities available in L.T.I. for training students in the metals area was developed. A contract between the school and L.T.I. for the use of equipment and space was made available to interested schools.

Other than that example, there were no further developments relative to articulation. It is hoped the involvement of the L.T.I. staff in the second summer workshop will lead to increased articulation efforts.

Objective 12: To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District 11 and throughout the state in order to present to students the picture of available training programs.

The dissemination of available occupational training programs is a vital component to a comprehensive career guidance service. The L.T.I. project has provided the project schools with up-to-date training information via the Wisconsin Instant Information System for Students and Counselors (WISC). The WISC system is a set of microfiche cards which provide students with current information relative to training programs. In addition, the project staff has demonstrated the utilization of the WISC system in conjunction with microfilm reader-printers to various project schools and their respective staffs. Such demonstrations have in part provided the stimulus and rationale for the purchase of reader-printers by several of the project schools.

The project provides participating schools the WISC materials as well as the updating service which augments the project schools career guidance resource centers.

The following objective was added by the evaluation team as to more fully describe other specific accomplishments during the project's first year of operation.

Objective 13: Annual summer workshops will be conducted to acquaint and involve teachers, administrators, and counselors with the concepts of career education. Products of the 1971 summer workshop include the Career Education Guide. The workshop involved over 100 participants representing K-12 project school staff from the participating schools. A 500 page career education articulation guide integrating 16 career development concepts into specified classroom activities plus recommended career guidance resources and evaluation activities was developed. The project staff indicated that a substantial amount of enthusiasm for the implementation of career education among the workshop participants was generated as a result of their involvement in the workshop.

As indicated in Mr. Bingner's November 30, 1971 quarterly report, copies of the K-12 Career Education Guide were disseminated to all public and private school administrators, counselors, and 1971 summer workshop participants in the Lakeshore Technical Institute area.

As has been discussed earlier, the project staff via various articulation committees has attempted to monitor the implementation of the guide during the 1971-72 school year. In addition, the project staff conducted numerous orientation, in-service meetings with teachers and administrators among various schools and agencies as well as classroom demonstrations with teachers and students.

Relative to plans for the 1972 summer workshop, the project staff has developed the following objectives:

1. To further refine and develop evaluative techniques for activities identified in the Career Education Guide.
2. Collate the information derived from teachers as a result of using the guide.
3. Expand the guide into the 13-14 Grade level through the involvement of Lakeshore Technical Institute staff.
4. Expand the Guide to include all subject areas for grades 7-9.
5. Delineate the role of the counselor relative to Career Education.

SECTION III

SUMMARY OF MAJOR ACCOMPLISHMENTS

The following represents a synthesis of the project's first year accomplishments:

1. Summer Workshop and Articulation Guide:
   a) A 1971 Summer workshop which involved over 100 teachers and counselors was conducted. The workshop effort stimulated discussion and an interchange of career education concepts among the participants as well as the production of a 500-page articulation guide.
   b) A copy of the guide was disseminated to each project school district superintendent, building unit and workshop participant so as to maximize the accessibility of the guide to the staff of the project schools.
   c) Orientation, inservice meetings were conducted at the school building and classroom level to maximize the implementation of the guide and development of career awareness activities in the classroom. These efforts involved demonstration of the resource center's materials as well as strategies to integrate career education concepts into the classroom instruction.
2. Resource Center:
   a) A career guidance resource center was developed which involved the acquisition and organization of multi-various career guidance resources.
   b) A catalog of the resource center's materials was developed.
   c) A resource material distribution system to teachers in the participating schools was initiated as well as techniques to monitor the materials' utilization and effectiveness.

3. Articulation Committees: Existent as well as new committees were utilized to augment the involvement of various groups with the project's purposes.

a) Counselors:

1) Area Association initiated efforts to formulate a role description of the counselor in career guidance.

2) Thirty-two counselors were certified in the utilization of the General Aptitude Test Battery (GATB). The use of the GATB is an integral component of the grade 7-9 counseling model being developed by the counselor's group.

3) In-service and orientation activities were conducted with the counselor group to acquaint, educate and involve them in the career guidance component of the project.

4) Grades 7-12 counseling model was projected to identify students specifically at grades 9 and 11 who would best be served through vocational education. The model includes identification, testing, program and counseling components.

5) In conjunction with the counselor group, strategies were developed relative to student placement including increased cooperate arrangements with the State Employment Service, the utilization of the W.I.S.C. microfiche system, and identification of student's post-high school plans.

b) Principals:

1) Sheboygan Public Schools principals were presented an in-service program at the L.T.I. center to acquaint and orient them to the project's resources and purposes.

2) An instrument was distributed among the principal's group to gauge their degree of awareness and support for the project's purposes.

3) An articulation committee composed of area principals was initiated to begin to consider and define the role of the principal relative to the project's purposes.

4) Through in-service efforts, attempts to increase the principal's awareness and commitment to the project's purposes were generated including invitation to participate in the second summer workshop.

c) Local Vocational Education Coordinator (LVEC):

1) Discussion relative to the needs and feasibility of facility sharing were initiated with the area LVEC's.

2) Activities oriented towards the delineation of the LVEC role in Career Education were conducted in an attempt to increase the LVEC's awareness of the project's purposes.

3) In part through discussions of the LVEC Committee, a cooperative vocational nursing assistant program was developed.

4) Invitations were extended to the LVEC group to participate in the 1972 summer workshop.

d) Workshop Participants:

1) Several meetings were conducted with the 1971 Summer workshop participants relative to the monitoring of the curriculum guides implementation in their classrooms.

2) In-service and orientation meetings were held to provide assistance to the staff in their career education efforts.

3) Strategies were developed to efficiently deliver and distribute the Center's career guidance resources to the project school staffs.

e) Steering-Advisory Committee:

1) Numerous meetings were conducted to inform committee members of the on-going project operations as well as seek their counsel relative to project decisions.

2) In conjunction with the committee, the concept of a mobile guidance lab was studied and the recommendation was made not to utilize such a unit.

3) Verbal commitment was obtained from the committee as well as the Sheboygan Public Schools of an additional $10/student financial support for the project's second year of operation.

4) Advice and support was gleaned from the committee relative to the reorientation plans for the 1972-73 project year.

4. Career Preparation and Articulation:

a) Utilization of the aforementioned committees generated discussions, plans and programs to augment the existing area vocational education offerings.

b) A cooperative vocational training program between Lakeshore Technical Institute and Sheboygan Public Schools oriented towards the dropout was drafted. The program would provide for a half-time L.T.I. instructor in the metals area. The plans were formulated jointly by administrative officials of Lakeshore Technical Institute and Sheboygan Public Schools.

c) A cooperative nursing assistant program between Elkhart Lake High School and Lakeshore Technical Institute whereby high

school senior girls during a portion of a school day were given classroom training by Lakeshore Technical Institute personnel and in addition were afforded the opportunity to gain actual work experience at Sunnyridge Sanitarium.

SECTION IV

PROBLEM AREAS

The following problem areas have been identified by the evaluation team as it relates to the implementation and continuation of the project. The staff is aware of them and are taking steps in the redirection of the project toward their solution:

1. The expectations of the project proposal are tremendously broad in terms of population to be served and the objectives to be accomplished. The population to be served included all the schools in a two county area with the Sheboygan Public School System and thirteen private schools to be served the first year, an addition of the public and private schools in six public school districts to be added for the second year, and eleven additional school districts listed as target schools for the third year. The proposal states that the project would serve 105 administrators, 256 teachers, and approximately 24,000 students. A norrowing of focus at least for the accomplished of many of the objectives seems to be necessary given the dollar limitations of the project.
2. It became evident to the evaluators that as they discussed the project with key administrators including the superintendent of the Sheboygan schools and his assistance superintendent and key staff people that they may have viewed the project as providing "optional kinds of services" which were not necessarily a part of the total school enterprise. Obviously the objectives of the project cannot be accomplished unless its activities become a part of the mission of the leadership

of the systems involved. The project's staff reliance on participation in schools on an "invitation only" basis must be changed. First steps have been taken to correct this situation.

3. The project called for the employing of a Director and two guidance specialists. In light of the objectives of the project, additional expterise is needed in terms of the more vocational dimensions of the project.
4. The principal evaluator and assistants met with the Steering Committee on several occasions. These meetings were luncheon or dinner meetings held in a relaxed atmosphere with somewhat spotty attendance. It would appear that this potentially strong leadership group has not been used to its maximum in terms of providing specific leadership to the project.

   The proposal also called for curriculum study groups in particular areas of vocational interest. Existing committees have not been utilized nor have new ones been formed. The better utilization of such groups would seem highly desirable as an input to the project directors policy formulation.
5. Another major obstacle that the evaluation team saw to the optimum success of the project was the limited involvement on the part of the staff of Lakeshore Technical Institute (L.T.I.). Historical perspective of the preliminary stages of the proposal writing revealed a concern on the part of the parties involved, namely, the Wisconsin Department of Public Instruction and the Wisconsin Board of Vocational, Technical, and Adult Education, that a model might be developed in this project that would ease

the transition of student from the secondary schools to the technical institute.

Wisconsin operates under a daul board system and difficulties arise in communication and articulation between the two systems concerning programs, curriculum, and general overall program continuity. This project was written as a response to some of these difficulties.

6. The Resource Center for occupational information and guidance type materials is located in a very adequate facility but is somewhat remote from the teachers who should make use of it. Also, its hours of operation may not be conducive to teachers being able to personally visit the center.

SECTION V

RECOMMENDATIONS

With the objectives, accomplishments, problems and resources of the project in mind, the evaluation team offers the following recommendations:

1. The project should be limited in scope so as to allow for a greater in-depth impact. Three or four schools should be identified as examplary schools with these schools having first priority on project resources, staff time, and materials.
2. The project staff should explore strategies for eliciting greater commitment and support from central office staff and building administrators.
3. The project should be redirected to include objectives other than career education awareness. The evaluation team feels this redirection should be made evident in both the budget and the acquisition and/or allocation of staff.
4. Additional staff expertise in the areas of curriculum development and vocational education is needed if the project is to be redirected successfully.
5. The project staff in conjunction with the steering committee should define more closely the role and function of the steering committee, especially in the area of policymaking. Minutes of these meetings should be made more formal and complete and should be made available at least to key administrative staff.
6. The project staff should develop strategies to elicit greater involvement and participation in the project by staff of the

Lakeshore Technical Institute.

7. The summer workshop should be redirected to conform more closely with the redirection of the project. Activities should address the solution of problems of specific target area groups.
8. The project should develop a greater sense of responsibility in terms of data collection and evaluation. Redirected objectives should be stated in measurable terms as well as all strategies for meeting these objectives. Tools and strategies to evaluate each aspect of the program should be considered concurrently with objectives and goals.
9. Teachers' reactions to guidance materials borrowed from the resource center need be tabulated in order that the effectiveness of the materials can be ascertained.
10. Business and industry leaders should be involved in the project, perhaps through the development of a task force in this area.
11. One population group that should be addressed are those students that the Sheboygan School Board is officially "excluding" from school.

APPENDIX A

PROJECT PERSONNEL

Project Director: Charles Bingner

B.S., University of Wisconsin, Platteville 1952
M.S., University of Wisconsin, LaCrosse 1959
17 Credits, Post Master, University of Wisconsin, Madison.
4 years - Adams Friendship Teacher, Coach
2 years - Portage Teacher, Coach, Supervis.
2 years - Weston U.H.S. District Admin.
9 years - Cedar Grove K-12 Superintendent

Secondary Education Consultant: Terry Seifert

B.A., Andrews University, Berrian Springs
M.S., University of Wisconsin, Oshkosh
4 years - Omro H.S., Industrial Arts
1 year - C.E.S.A. #13 Counselor
2 years - Oakfield H.S. Counselor

Elementary Education Consultant: Darryl Sheggrud

B.S., University of Wisconsin, Whitewater
M.S., University of Ohio
2 years - West Bend Elementary teacher
3 years - Sheboygan Elementary counselor

APPENDIX B-1

AGENDA

L.T.I. Area Wide
Elementary Counselor's Meeting

A. Report by Darryl Sheggrud on Project Activities and Materials.

B. Report on ROLE DEFINITION forms from December 8th meeting at Kohler High School.

C. Report on activities in Career Education since the last meeting:

Don Michels - Grant School World of Work Series

Gordon Parnitzke - Cleveland School 6th Grade Program

John Mees &
Greg Sather - Use of Career Information Materials at Wilson

Other Counselor Reports -

D. What specific methods can be used to interweave Career Education into your elementary schools?

E. What teacher reactions have you had to the Career Education Guide, Career Information Materials, or the Career Education Consultant Services? (Be specific)

F. What Career Education activities do you have planned for Tuesday, February 29 as well as Tuesday, March 21 and Wednesday, March 22?

G. Exploration of new materials in the Career Information Center. (Materials may be checked out at this time.)

APPENDIX B-2

ROLE DEFINITION

(16 returns-Counselors, Jr. & Sr. High & Post Secondary)

I.

A. Present Activities in Career Education

1. Units - in separate courses -- 6
2. Material Center -- 4
3. Individual Contact -- 4
4. Community resource people invited in on a regular basis -- 2
5. Monthly Career Education Steering Committee for Curriculum -- 1
6. G.A.T.B. -- 1
7. Film presentations throughout the year -- 2
8. Career Day -- 4
9. Group Career Guidance -- 6
10. Orientation -- 1
11. Curriculum - new courses -- 1
12. Pre-admission interviews -- 1
13. Business-Industry School Visitation -- 4

B. Future Goals in Career Education

1. G.A.T.B. -- 2
2. Encourage Vocational programs in school -- 1
3. L.T.I. Orientation - 9th Grade -- 1
4. Extend use of Career Education Information in classrooms -- 5
5. List of resource people -- 1
6. Counselor-teacher developing career objectives and activities -- 1
7. Work with Vocational Steering Committee -- 1
8. More flow of Career Information from Guidance Office -- 1
9. Teachers-relating their courses to career areas -- 1
10. More student contact with working and professional people -- 2
11. No change -- 1
12. Group counseling -- 1
13. Develop cassette on admission -- 1
14. Develop L.T.I. Career Program for all grade (7-12) levels -- 1
15. Implementation of K-12 of Career Education into curriculum -- 3
16. Multi-Media Center -- 3
17. Too little time in a day for Career Education -- 1
18. Audio-Visual materials -- 3
19. Tapes and filming of local industry -- 1

C. Methods of Achieved Future Goals in Career Education

1. Group presentations -- 1
2. Outside sources -- 1
3. Instructions on use of Material Center -- 1
4. More Audio-Visual Aids -- 7
5. Teacher Education through Steering Committee -- 1

6. Work with Vocational coordinators and his T.V. Project -- 1
7. L.T.I. Career Education Center give in-service -- 2
8. L.T.I. Career Education Center work with teachers to implement Career Education -- 5
9. A Counselor to work with a Department head on curriculum, etc. -- 1
10. Implement Guide into writing of individualized courses -- 1
11. Occupational speakers -- 1
12. Group Guidance -- 1
13. None -- 1
14. More in-depth exposure to "World of Work" -- 1
15. Counselor-Teacher meetings -- 1
16. Publicity within school -- 1
17. Cooperation of Administration -- 1
18. Develop close relationship among parents, school, & individual -- 1

II. Use of Project Materials and Staff.

A. Materials

1. Use audio-visual materials--11
2. All Audio-visual materials to help teachers develop career concepts--1
3. Relate more to self-analysis than Career opportunities--1
4. Motivation of teaching staff--1
5. Use of Guide and bus developed at Brillion--1
6. Classroom use--1
7. Group guidance--2
8. Use of own materials and not projects--1
9. Buy G.A.T.B. Boards--1

B. Staff

1. Inform teachers to materials--2
2. Help teachers relate materials to particular subjects--3
3. Talks to classes on careers--1
4. In-service with teachers--4
5. Evaluation--1
6. Resource people--2
7. Superivision--1
8. Consultant--2
9. Pre-employment workshops for students (L.T.I.)--1
10. Not sure, don't comprehend structure... --1
11. Need representative from L.T.I. --1
12. _____ --1
13. Come in for Career units--1

APPENDIX B-3

LAKESHORE TECHNICAL INSTITUTE AREA WIDE COUNSELOR'S MEETING

1:30 p.m. - High School, Kiel, Wisconsin

A G E N D A

I. Explanation of "Articulation" Project

1. Explain Career Education:

a. Role of counselor
b. Role of the teacher (role of L.V.E.C.)
c. Role of the librarian
d. Other teacher supportive personnel

2. Other Project goals involving counselors:

a. To develop an extensive counseling program in grades 7, 8, and 9 to identify those students who can best be served through vocational technical education. (G.A.T.B. Certification and Explanation)

b. To develop an articulated work experience program for dropouts,potential school dropouts, and other identified disadvantaged youth between the ages of 14 and 21.

c. To provide training for specific job entry skills prior to or upon termination of secondary education to students who upon completion of a comprehensive guidance program wish to enter to begin employment.

d. To identify at grade level 11 those students who indicate a desire to enter the labor market on or before high school graduation and to provide these students with a comprehensive occupational guidance service.

e. To coordinate the comprehensive occupational guidance services with the potential post-secondary training programs in District 11 and throughout the state in order to present to students the picture of available training programs.

II. Small group work on:

A. Evaluation of each school system's progress toward above goals.

B. Planning and organizing a local process to reach the above goals.

III. Small group reports to the total group.

IV. Other business of total group.

V. Planning and organizing for future meetings.

APPENDIX B-4

NOTES FROM LAKESHORE TECHNICAL INSTITUTE
AREA-WIDE K-14 COUNSELOR'S MEETING

(Held at Kohler, High School - December 9, 1971)

Elementary Guidance Group

The following people were present for this meeting:

Ann Heath	Sheboygan	Longfellow/Jackson
Don Michels	Sheboygan	Grant/Lincoln
John Mees	Sheboygan	Wilson/Washington
Greg Sather	Sheboygan	Wilson/Grant
Helen Schultz	Sheboygan	Jefferson/Pigeon River
Darryl Sheggrud	Sheboygan	L.T.I. Career Education Center
Edna Wiese	Kiel	Kiel Elementary
Nancy Younkir	Kiel	Kiel Middle School

We were very sorry that some other members of the elementary guidance group were unable to attend. We wouldn't want to mention anybody's name, but the following people were missed:

Bill Phirman	Sheboygan	Mapledale/Sheridan
Gordon Parnitzke	Sheboygan	Washington/Cleveland
Colleen Praeger	Sheboygan	Franklin

Duane Stevens of the Fox Valley Technical Institute spoke to the area-wide counselor's group for about one-half hour about the need for change in the role of counselors. He spoke from a background of experience including his position as a Past-President of the Wisconsin Personnel and Guidance Association, as well as a Director of a Career Education Project for the last three years.

Duane projected some views of future media including counselor-made tape interviews and filmstrips of workers in business, industry, etc. (at the elementary level this could include interviews with school personnel and working parents).

He challenged the group to make themselves more visible to parents and teachers in their guidance role in the schools. Contrary to what many

college counselor preparation programs advise, this visibility must happen in many other ways than through counseling individuals or groups of students, or accountability will help to force many counselors out of jobs. He cited seven examples of situations in Wisconsin where counselors have been dropped from the budget or not replaced when they have left the school system.

In discussion following the large group meeting, members of the Elementary Guidance group expressed the opinion that counselors must work in classrooms more and be involved much more in the instructional level of classroom guidance.

Approximately one-half hour was spent in the orientation of elementary guidance members to the services of the Career Education Project, it's materials and staff. Two hand-outs were given as part of a rationale for Career Education in the elementary schools. They represent a sectional meeting and keynote speech at the 1969 All-Ohio Elementary Guidance Convention. (The handouts are enclosed for the three missing counselors, with appropriate underlining where parts were read by the Lakeshore Technical Institute Elementary Career Education Consultant).

The Role definition of the Elementary Counselor in Career Education was discussed in relation to the Role Definition Form (enclosed for the three missing counselors). The following opinions were expressed and agreed upon:

1. Present activities in Career Education were seen initially as being very limited.
2. Most counselors do many things to help develop children's self-concept, an important part of Career Education.
3. A counselor could help teachers develop Career Education in their classroom (including children's self-concept) through the Career Education Guide, the Career Information Center materials,

and the L.T.I. Elementary Career Education Consultant.

4. Career Education is very much needed and wanted by elementary Counselors.

5. The L.T.I. Career Information Center has so much audio-visual material available, that one counselor admitted he wasn't going to budget for any materials like that himself. Another counselor admitted her materials possibly did not include materials like the new ones now being received at the L.T.I. Center.

6. The audio-visual equipment available from the L.T.I, Career Information Center can make it easier for teachers to individualize their curriculum and help teachers, counselors, and librarians work together in setting up audio-visual centers for individual or small group work.

The elementary guidance counselors indicated that they would like to meet at the L.T.I. Career Information Center for their January meeting. A date will be picked during the month of January for that meeting when most of the newly-ordered materials come in to the Center.

Happy Holidays to all!

Darryl B. Sheggrud

/S/ DARRYL B. SHEGGRUD

Elementary Career Consultant

cm

APPENDIX C

CAREER EDUCATION EVALUATION

ADMINISTRATORS
SUMMARY

GENERAL

01. Which of the following statements best describes your level of awareness for the Center for Articulation of Career Information? 1) I am familiar with the Center and its goals and objectives, 2) I am familiar with the Center but somewhat unfamiliar with its goals and objectives, 3) I have heard of the Center but I am not very familiar with it, 4) I have never heard of the Center.

12	2	1	
1	2	3	4

02. How did you first become aware of the Center? _____

_____

WORKSHOP

11. Were you aware of the Center's career education workshop held last summer?

16	
Yes	No
↓	Go to Q12

11a. Did you attend the workshop as a participant?

2	14
Yes	No
↓	Go to Q12

11b. How would you rate the workshop? Would you say it was excellent, good, fair, or poor?

3	1		
Excellent	Good	Fair	Poor

12. Do you think you will attend the workshop which is to be held this summer?

1	4	10	1
Yes	Depends	No	DK

13. Do you think you will encourage teachers and other staff members to attend the workshop?

14	1		1
Yes	Depends	No	DK

CURRICULUM GUIDE

21. Do you have a copy of the "Career Development Guide" put out by the Center?

15 Yes ↓ | 1 No → Go to Q22

21a. Are you familiar with the contents of the Guide?

11 Yes ↓ | 2 No → Go to Q22

21b. How would you rate the guide? Would you say it was excellent, good, fair, or poor?

8 Excellent | 6 Good | Fair | Poor

22. Does your staff have access to the "Career Development Guide"?

16 Yes → Go to Q23

No ↓

22a. Would you like for them all to have a Guide?

Yes | No | DK

23. How often would you say your staff as a whole uses the Guide? Would you say it was daily, several times a week, once a week, several times a month, once a month, less than once a month?

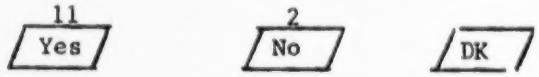
1 Daily | 2 Several per week | 2 Once a week

5 Several per month | 0 Once a month | 3 Less often

24. Do you feel that career education is important enough to displace some of the things that teachers are now doing?

14 Yes ↓ | 1 No → Go to Q31 | 1 DK → Go to Q31

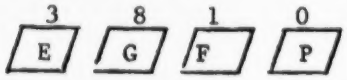
24a. Do you feel you have made your position on this point clear to your staff?



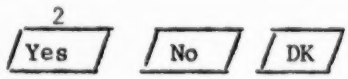
INSERVICE

31. Has the Center held any career education inservice meetings in your school this year?

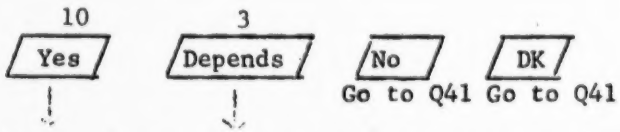
31a. How would you rate the meeting? Would you say it was excellent, good, fair, or poor?



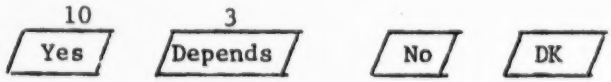
31b. Do you feel that such meetings could be useful to your staff?



32. Do you intend to hold any career education inservice meetings in the future?



32a. Would you be willing to hold this meeting during the teacher's school day?

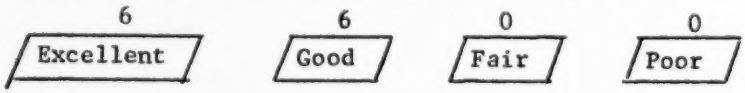


MATERIALS

41. Are you aware of the instructional materials center provided by the Center?

42. Have you ever visited the center?

42a. How would you rate the materials center? Would you say it is excellent, good, fair, or poor?



43. Do you think that your staff is aware of the materials center?

12	2	
Yes	No	DK
↓	Go to Q44	Go to Q44

43a. How often would you say your staff utilizes the materials center? Would you say it is daily, several times a week, once a week, several times a month, once a month, or less than once a month?

0	1	3
Daily	Several per week	Once a week

4	2	2
Several/Month	Once a Month	Less Often

44. Would you be willing to release staff members during school hours to visit the Center to obtain materials?

10	3	1	1
Yes	Depends	No	DK

EVALUATION

51. The Center for Articulation of Career Information has just completed its first year of operation. How would you rate the project so far? Would you say it has been very successful, successful, neither successful nor unsuccessful, unsuccessful, or very unsuccessful?

2	12	0	0	0
V. Success	Success	Neither	Unsuccess	V. Unsucces;
		Go to Q52		

51a. Why do you feel this way?

_____

_____

52. If you personally had to decide whether or not this project should be funded for another year, what do you think you would do?

13	0	0
Fund	Not fund	DK
↓		Go to Q60

52a. Why do you feel this way? _____

_____

_____

AGREEMENT ON GOALS

Now I am going to read several statements to you. Please tell me to what extent you tend to agree or disagree with each statement. (SHOW CARD)

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

60.	Schools should provide students with resources that will increase their awareness of the options available to them in the "world of work."	13 1	3 2	3	4	5
61.	Schools should develop counseling programs to identify those students who can best be served through vocational-technical education.	9 1	6 2	1 3	4	5
62.	Schools should identify those students who indicate a desire to enter the labor market on or before high school graduation and provide these students with a comprehensive occupational guidance program.	11 1	3 2	1 3	1 4	5
63.	Schools should provide specific job entry skills to students who upon completion of a comprehensive guidance program wish to begin employment.	9 1	4 2	3 3	4	5
64.	Post-secondary school students should be allowed to continue to participate in cooperative education programs initiated at the secondary school level.	9 1	5 2	2 3	4	5
65.	Schools should help develop an articulated work experience program for drop-outs and disadvantaged youth between the ages of 14 and 21.	9 1	5 2	2 3	4	5

66.	A system of student placement into employment should be developed for secondary and post-secondary schools Employment Service.	6 1	5 2	3 3	4	5
67.	Schools should improve articulation for occupational or career education.	10 1	6 2	3	4	5
68.	An area-wide citizens advisory committee for vocational education should be implimented.	9 1	3 2	2 3	1 4	5
69.	Vocational education opportunities should be maximized for all students.	9 1	6 2	1 3	4	5

APPENDIX D

THE FIRST GENERAL MEETING OF THE K - 3 GROUP

On Tuesday, November 23, the K-3 group met from 4-6 P.M. at 3811 Memorial Drive.

I. The following members attended:

1. Wilfred Gesch
2. Ronald Halverson
3. Kathleen Kelly
4. Dorothy Milroy
5. Karen Radatz
6. Dorothy Schriver

II. The Project staff reported on project activities and materials ordered since the October bulletin. Interaction with K-3 Group followed.

The K-3 participants discussed the various activities they would develop to fulfill the remaining time for the one-week equivalency during the 71-72 school year. The K-3 group has worked for one day last August 9. They will meet again as a group Tuesday, February 22, 4-6 P.M. to report on their progress and examine new materials at the Career Education Center.

As soon as we are able to preview the new materials, we will produce a catalog for your use (probably early January). There are some new materials arriving each week and visitors to our Center are checking them out on a first-come, first-serve basis.

IV. The 4-6 and 10-12 groups have not established a time for their groups to meet yet. Because the year 1971 is nearly expired, it is imperative that the 4-6 and 10-12 groups meet very soon. Members of these groups (if they have not met with another group) should respond to the enclosed questionnaire. The project director will establish a time and place based on the majority of responses.

V. It would be helpful if all five-week and one-week participants would call our secretary, Cheryl, 458-8378 or 458-8379, and give her the time of your preparation period so that our Project staff could arrange to

meet with you from time to time in order to be sure you are getting the kind of service you desire from our Project.

VI. Merry Christmas and a Happy New Year from all of us here at Career Education Center, 3811 Memorial Drive, Sheboygan.

Sincerely,

L.T.I. CAREER EDUCATION CENTER

Charles Bingner
Project Director

APPENDIX E

ORIENTATION OF ADMINISTRATORS
TO GOALS AND OBJECTIVES OF CAREER EDUCATION

THE PRINCIPAL IN CAREER EDUCATION

1. Career Education in the K-12 curriculum.
    a. K-6
    b. 7-12
2. Role of the teacher in Career Education.
    a. Elementary
    b. Secondary
3. Role of the in Career Education.
    a. Elementary
    b. Secondary
4. Role of the administration in Career Education.
5. Role of the academic areas in Career Education.
6. Role of the vocational areas in Career Education.
7. Role of Higher Education and its relationship to the K-12 curriculum.
8. Role of Speciality teachers in Career Education.
9. Role of Special Education in Career Education.
10. Role of parents in Career Education.
11. Role of the LVEC in Career Education.
12. Role of the librarian in Career Education.
13. Role of local business and industry in Career Education.

APPENDIX E

OBJECTIVES

1. To assist principals in understanding the elements of a developmental program of Career Education including attitudinal formation, world of work orientation, job cluster exploration, and occupational preparation.

2. To help principals in becoming more knowledgeable of the need for Career direction in their particular school.

3. To provide principals with the opportunity of becoming better acquainted with the intent, nature and structure of Career Education.

4. To help principals to examine their leadership role in creating a positive climate for developing and implementing Career Education.

5. To increase principals' understanding of the new direction of Career Education, such as:

    a. Cluster concept
    b. Coordinating vocational and academic education
    c. Disadvantaged and handicapped students
    d. Individualization of instruction

6. To help principals develop procedures and guidelines for implementing in their schools a total program of Career Education which includes:

    a. A developmental Career curriculum structure
    b. Interlocking of academic and vocational curriculum
    c. Career counseling including job placement and other forms of placement

7. The principals role in the 1972 summer workshop.

APPENDIX F

A R T I C U L A T I O N S T E E R I N G C O M M I T T E E

Regular Monthly Meeting
Thursday, August 12, 1971
12:00 Noon

I. Accepted minutes of the last meeting.

ABSENT: Mr. Towner, Mr. Nierode, Mr. Knopp, Mr. Skebba

II. Old Business

A. None

III. New Business

A. Project Director reported on activities of the Summer Workshop.

1) A 35mm slid presentation showed samples of workshop materials, activities, speakers, etc.

B. Dr. Strong explained possible evaluation procedures and discussed the types of project activities that could be evaluated. These will be developed and refined for a later meeting. Some Steering Committee members suggested specific goals that could be evaluated.

C. Mr. Amundson expressed interest in the idea of the Multi-Media Career Information Resource Center. He felt that the Career Information Center could serve cooperating schools and provide a valuable service if it was properly organized. He questioned the feasibility of a mobile guidance lab.

D. The total group participated in a discussion of career education and vocational education, problems and possibilities local and national.

E. The Project Director will continue to develop an articulation model. Conferences with the State Vocational Board, Department of Public Instruction, etc.

F. Rental of space for Career Information Center is becoming a problem. We may have to seek new quarters if the owner does not have an acceptable solution with the $3,600.00 budgeted.

G. Thursday, September 9, 12:00 Noon, will be the date for our next meeting.

IV. Other Business

A. None